Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium Grant Funding had within our school.

School overview

Detail	Data
School name	Stockport Academy
Number of pupils in school	1021
Proportion (%) of Pupil Premium eligible students	39% (399)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 to 2026 – reviewed and updated annually
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs J McCann – Principal
Pupil premium lead	Ms L McLean – Assistant Principal
Governor / Trustee lead	Mr A Hartley, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£409, 860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£409, 860

Part A: Pupil premium strategy plan

Statement of intent

At Stockport Academy we aim to improve the life chances of all of our students and embody the wider United Learning mission to bring out 'the best in everyone'. This is particularly important for the young people we serve who experience socioeconomic disadvantage to ensure they leave Stockport Academy with the knowledge, skills and experiences to excel in further education and/or future careers. We aim to use Pupil Premium funding to ensure that the progress and attainment of our disadvantaged students is at least in line with their peers.

A higher than average proportion of pupils (39%) are eligible for Pupil Premium funding. We recognise that these students are not a homogenous group and like all young people have a range of experiences and aspirations and require different levels of intervention and support. However, we also understand that there are common challenges faced by students who experience socioeconomic disadvantage, including those who are in care or who are Young Carers. The purpose of this three-year strategy is to address these challenges and use Pupil Premium funding strategically to support students to achieve to their full potential.

A range of diagnostic assessment, internal data and evidence have been used to inform the strategy which is underpinned by evidence informed strategies. Key to the success of all students, but in particular those from disadvantaged backgrounds, is high quality teaching in all lessons (EEF, 2023). This is a central principle of our strategy, ensuring that we can impact not only students who receive Pupil Premium funding, but all pupils. We use targeted academic support, particularly to support language development and literacy that allows students to access the curriculum and to support reading for pleasure. Wider strategies have been chosen based on robust internal assessments including increasing attendance and improving behaviour standards to help all students access the curriculum to the best of their ability.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Attendance** Student attendance is a whole school priority and absence from school impacts student attainment. The attendance of disadvantaged pupils is below that of their peers within the school. In 2023-24 the attendance of disadvantaged students was 88.6% compared to 94.3% for their non-disadvantaged peers In 2023/24 Stockport Academy ranked as follows for Pupil Premium attendance (number of schools in sample): <table><tr><td></td><td>Local authority rank (14)</td><td>National Decile 10%</td></tr><tr><td>Overall attendance</td><td>3rd</td><td>4th</td></tr><tr><td>Overall absence</td><td>3rd</td><td>5th</td></tr><tr><td>Persistent absence</td><td>1st</td><td>2nd</td></tr></table> In 2023/24 Stockport Academy ranked as follows for Non-Pupil Premium attendance (number of schools in sample): <table><tr><td></td><td>Local authority rank (14)</td><td>National Decile 10%</td></tr><tr><td>Overall attendance</td><td>3rd</td><td>4th</td></tr><tr><td>Overall absence</td><td>3rd</td><td>5th</td></tr><tr><td>Persistent absence</td><td>1st</td><td>1st</td></tr></table>
2	**Attitudes to Learning, Self-Regulation and Behaviour** Disadvantaged pupils often encounter more social and emotional issues due to trauma experienced due to poverty. This can present itself in school in behavioural issues which has historically resulted in a higher number of suspensions.
3	**Progress and Attainment** Progress of students in receipt of Pupil Premium funding is lower than their non-disadvantaged peers. Evidence shows that as a group, they do not perform as well in summative Key Stage 4 (KS4) assessments. E.g. The gap in students achieving 5 GCSEs including English and Maths is approximately 18% with an average attainment 8 score for disadvantaged students of 40.3 compared to 47.9 for non disadvantaged students
4	**Reading and Literacy** Students complete reading age tests twice a year. Reading age tests indicate that there is a gap between the reading ages of disadvantaged and non-disadvantaged students. In 2023, 19% of disadvantaged students started year 7 with a reading age in stanines 1-3 in comparison to 11% of their non-disadvantaged peers. Of all the students tested at the end of 2023, non-disadvantaged students had a mean standardised age score (SAS) of 107.3 while the mean SAS for disadvantaged students was 99.3.

5	**Personal Development**
	Data, conversations and observations of disadvantaged students suggests those in receipt of Pupil Premium funding have fewer opportunities to develop their cultural capital outside of school and are less likely to engage with opportunities to join co-curricular clubs and attend trips than non-disadvantaged students.

Intended outcomes.

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria - **by the end of the current plan in 2025/2026**
Achieve and sustain increased attendance of all students, but particularly disadvantaged students to at least in line with the national average with no discernible difference in the attendance of disadvantaged and non-disadvantaged students.	➢ Students and parents have an excellent understanding of why attending school every day is critically important for their progress and attainment. ➢ Attendance for all pupils is above national average and there is no gap in attendance between disadvantaged and non-disadvantaged students. ➢ The percentage of students who are persistently absent remains below national average and there is no difference between disadvantaged and their non-disadvantaged peers.
Improved attitude to learning and engagement of disadvantaged students	➢ No difference in the number of behaviour incidences between disadvantaged students and their peers ➢ Further reduce the number of suspensions ➢ No difference in the number of suspensions or permanent exclusions between disadvantaged students and their peers

Improved achievement of disadvantaged students across the curriculum at the end of KS4	➢ No gap in attainment between the progress of disadvantaged and non-disadvantaged students
	➢ 2025/2026 outcomes show that disadvantaged students achieve:
	    o Average attainment 8 score for disadvantaged pupils is the same as for non disadvantaged pupils, 50.
	    o Same pass rate for disadvantaged pupils and non disadvantaged pupils passing both English and maths at grade 4 or above, 70%
	    o Same pass rate for disadvantaged pupils and non disadvantaged pupils passing both English and maths at grade 5 or above, 45%
	    o Same pass rate for disadvantaged pupils and non disadvantaged pupils passing both English and maths at grade 7 or above, 10%

	➢ Act to raise the profile of the challenges disadvantaged students may face and how they are best supported in the classroom through whole school CPD and training. ➢ The gap in performance between non-disadvantaged and disadvantaged students is closely monitored and reviewed at each data point to allow early intervention to support students.
	➢ Teaching and learning data highlights that formative assessment strategies are used with increased

	consistency to check for gaps in understanding which are addressed by teachers.
	➢ Teaching and learning data highlights regular opportunities for students to practice independently, with appropriate scaffolds removed over time, to increase students' resilience.
	➢ There is no discernible difference in the completion rates of Independent Study (homework) between disadvantaged and non-disadvantaged students.
Improved reading ages of disadvantaged students	➢ Teaching and learning data highlights the teaching of key vocabulary is more consistently evident in all lessons, with opportunities to speak, write and use key terminology regularly. ➢ Opportunities for students to read and comprehend subject specific texts is evident across the curriculum for all subjects and with increased frequency within lessons. ➢ Opportunities for students to develop their oracy skills and speak fluently and with confidence can be observed. This will be supported by whole school and subject specific CPD to support subjects to develop consistent expectations of oracy in their areas.
	➢ There is a reduction in the percentage of all pupils with a reading age below their chronological age. ➢ There is no difference in the reading age of disadvantaged and non-disadvantaged students by the end of Key Stage 3 (KS3). ➢ Introduce monitoring of reading ages at KS4 to ensure no student leaves the Academy with a reading age below their chronological age. ➢ Appoint an additional reading mentor to provide intervention for KS4 students where necessary. ➢ Increased engagement with reading for pleasure, taking advantage of the opportunity to borrow books from the school library at the same frequency as non-disadvantaged students.
Increased engagement with opportunities for personal development	➢ Disadvantaged students attend co-curricular clubs at the same frequency as non-disadvantaged students. ➢ Participation in house events and competitions at the same frequency as non-disadvantage students. ➢ All students have the opportunity to attend cultural trips throughout their time at school. ➢ High quality and appropriate destinations are ensured for all students.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £163,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development of staff - ➢ Development of Teaching and Learning Handbook to ensure a common language around shared teaching techniques and routines – ensuring students have common expectations in lessons ➢ Weekly Teaching and Learning briefings based on strategies in the Teaching and Learning Handbook to support teachers to be better able to address misconceptions and move students learning forward. ➢ Developing practice sessions run by internal and/or external staff to match whole school teaching and learning priorities (SEND provision, reading and oracy, independent practise/extended writing). ➢ Timetabled department co-planning every two weeks to support with subject specific pedagogy, within teachers' teaching allowance to ensure time is available to engage with this ➢ External CPD opportunities – National Professional Qualifications (NPQs), Masters and Apprenticeships with the intent to improve classroom practice. ➢ Opportunities for teachers to develop their skills through mentoring and dedicated mentor training. ➢ Feedback to teachers on classroom practice from middle leaders and SLT which is used to inform whole school training.	The EEF guide to effective professional development highlights: ➢ the effectiveness of a 'drip feed' approach to CPD allowing teachers time to embed strategies. ➢ NPQs are built on a body of trusted sources of research which highlight knowledge and skills integral to effective teaching and learning. National Institute of Teaching report highlights the benefits of mentoring on teaching practice.	2,3,4

Support for developing teachers and Early Career Teachers ➤ Robust programme of development based on instructional coaching. ➤ Mentoring is a priority with time in the school day to ensure this is done properly and meeting more than the minimum entitlement. ➤ Time allocated for mentor training and 'coaching on coaching' with lead mentor throughout the school year.	Instructional coaching is recognised as some of the 'best evidenced form of professional development'. National Institute of Teaching report on mentoring highlights ➤ Importance of mentor training ➤ Most effective mentors engage in modelling and rehearsing with mentees – instructional coaching	2,3,4
Knowledge of key vocabulary and reading fluency ➤ CPD on explicit reading and vocabulary strategies. ➤ CPD for teachers on applying reading and vocabulary strategies in a subject specific manner, addressing cultural capital deficits. ➤ Each subject curriculum is developed to ensure key words (tier 2 or tier 3) are shared with students in every lesson with opportunities to say, write and use in lessons. That there are regular opportunities for students to read and engage with academic texts. ➤ Support from Literacy Lead and Senior Leaders with the implementation of literacy strategies in lessons.	The EEF report on Improving Literacy in secondary schools highlights key strategies to develop literacy skills: ➤ 'Disciplinary literacy across the curriculum' ➤ Targeted vocabulary support in all lessons ➤ Developing students' ability to read academic texts. 'The language gap is the attainment gap' – as highlighted by Durrington Research School. Reading comprehension strategies, as indicated by the EEF, can have an impact of +6 months progress.	3,4
Recruitment and retention of staff ➤ Creation of lead practitioners to retain experienced teachers. ➤ Robust Early Career Teachers programme to retain teachers. ➤ Additional Cover supervisors to reduce the need for any external agency cover teachers. ➤ Wellbeing charter and planning days to support staff well being	The EEF Pupil Premium Guide describes effective teaching as a 'top priority' for pupil premium spending. Additional cover supervisors reduces the need for external supply, increasing consistent teaching and learning for students. OFSTED recommendations for teacher well-being highlight the importance of ensuring teacher well being to support retention of staff.	1,2,3,4,5

Appropriate and well planned careers guidance ➢ Teachers and external agencies deliver key content from both the RSE framework and CEIAG. ➢ CEIAG programme for all years. Relevant guidance targeted for individual years. This includes opportunities to work with universities and local post 16 providers. Year 11 partake in CEIAG day in order to support applications to further education or the workplace. ➢ Pupil Premium students receive early careers meetings with additional time if needed ➢ Support for all students with CV writing and Interview skill workshops ➢ Future Me is weaved into the school ethos and is used to help students develop themselves and provide education with character.	Gatsby.org.uk describes how good career guidance is embedded within education and a necessity for social mobility EEF Careers Guidance (2016) describes how disadvantaged young people are more likely to be uncertain about the qualifications and skills they need after school	5,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 73,774

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to educational support materials ➢ Materials are provided to students to support home learning e.g., access to chrome books and the internet, purchase of revision guides and stationery. ➢ Teachers monitor the completion of Independent Study, particularly disadvantaged students. ➢ Online Independent Study is used to identify gaps in knowledge and understanding to inform practice – including Sparx, Seneca, Exam Pro etc. ➢ Independent Study support clubs run every lunchtime, with subject specialists to support students. Alongside lunchtime sessions, Independent Study clubs run nightly. ➢ Access to the library at break, lunchtime and afterschool also provides students with support to complete independent study.	The EEF guide to Using Digital Technology highlights that ➢ technology can support retrieval practice and self-quizzing to increase retention of key knowledge. EEF rapid evidence assessment on distance learning shows ensuring access to technology is key for disadvantaged. EEF report on homework describes how homework clubs can overcome barriers such as a lack of a quiet place to work and reliable internet connection.	3,4
Reading Interventions ➢ Small group reading intervention with mentors who will work with students with low reading ages to improve their reading and literacy. Librarian to also help with reading interventions. ➢ WRAT tests used to diagnose specific reading gaps. ➢ Use of Lexonik Leap and Advance resources and training for students. ➢ Use of Lexonik Leap screening tests. ➢ Use of YARC tests to support further diagnosis of reading deficits. ➢ Librarian and reading mentor to monitor recent 'graduates' of intervention. ➢ All students are given the opportunity to hear fluent reading modelled in Form Time Reading.	Use of GL assessments and YARC tests to identify specific reading needs to target key skills and ensure rapid progress. The EEF teacher toolkit identified reading comprehension strategies as providing +6 months progress. The EEF and Kent State University highlight the importance of students regularly hearing fluent readers.	3,4

➢ All students are given the opportunity to explore texts further using our library.		
Numeracy Intervention ➢ KS3 co-ordinator to plan numeracy intervention for KS3. ➢ Students in need of intervention guided by early assessment. ➢ Small group numeracy intervention taking place during form time with targeted year 7and 8 students with numeracy levels below expected ability. This is a six week programme before progress is reviewed and new groups begin or sessions continued. ➢ Intervention will include explicit and systematic instruction to address gaps that prevent access to the rest of the curriculum.	The EEF report on Improving Mathematics at KS2 and KS3 highlights the importance of early intervention that includes guided practice and feedback and is consistent with what students are learning in the classroom.	
Academic Intervention ➢ Additional Maths and English lessons for students who need bespoke to support delivered by class teachers. ➢ Use of form time intervention for Year 11 to provide additional teaching time in areas targeted for improvement. ➢ 'Period 6 intervention' with a small group focus prioritising Pupil Premium and SEND students who are not working at the expected level. Time for teachers to address specific gaps in knowledge and understanding. ➢ Engagement with the Brilliant Club to allow students to meet PhD students and gain insights into higher education with the aim of raising aspirations and progression to University.	The EEF report on small group tuition highlights the potential for an additional +4 months of progress and the Effective Tutoring Guide highlights the impact of tutoring, particularly post pandemic. The EEF toolkit describes extending learning time during the school day can have a positive effect of +3 months progress.	3,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 163,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care ➢ Non-teaching pastoral managers for all years. Working with students to help engage with learning and reduce barriers to learning through behavioural issues and/or other issues such as attendance, mental health or personal issues. ➢ Increased capacity of SLT designated to behaviour and working with the pastoral team. ➢ Students have access to a full range of pastoral intervention, tailored to their needs and managed by the pastoral and SEN teams plus now have access to an in-house counsellor.	EEF guide to improving behaviour in schools highlights the importance of knowing students and their contexts which pastoral staff are a crucial part of ensuring this. EEF toolkit highlights the positive impact working effectively with parents can have on students' progress.	1, 2
Mental health and wellbeing ➢ Mental health and well being lead to provide bespoke support and interventions with students. ➢ Subscriptions including but not limited to Jigsaw, Ed Psych, alternative provision and behaviour support. ➢ Key staff allocated to LAC students as a point of contact for support.	Post covid, evidence suggests disadvantaged students have experienced 'greater negative impacts on their mental health and well being.	1,2
Behaviour of students ➢ Common language used by all staff regarding behaviour expectations with a focus on positive relationships with students. ➢ Whole school processes to support students regulate their behaviour now in place following successful trial last year to ensure calm and focused learning environments. ➢ Flexible but consistent expectations adapted to meet individual need.	The EEF report on improving behaviour in schools describes: ➢ Teachers knowing students well has a positive impact on classroom behaviour ➢ 'A flexible but consistent approach' will be necessary for some students to meet expectations ➢ Daily report cards can improve communication between students, teachers and parents	1,2,3,4,5

- Ongoing training for all staff to ensure a consistent approach to behaviour for learning in the classroom. - Use of positive report cards to improve communication between children and adults regarding their behaviour. - New house system in place to develop rewards culture, increase engagement with lessons and further develop the sense of community within the school. - A range of prizes for good attendance/behaviour/participation including prize draws for vouchers/money for full year attendance rising to a laptop for 5 years, supporting a praise culture in school.	The Independent review of behaviour in schools describes the use of praise and rewards to encourage positive behaviour.	
Behaviour Mentoring - New behaviour mentor employed last year and uses a range of programmes/schemes/techniques to help re-engage students who are struggling to meet the demands and needs of school, particularly those at risk of suspension. - MUFC Foundation programme – a partnership designed to help those who will need it through a range of programmes and mentoring that an experienced member of staff from the MUFCF will deliver. Includes activities such as football with character and mentoring.	EEF toolkit describes behaviour interventions having a positive impact, particularly where they lead to increasing the time students have to engage with learning. EEF guide to improving students' behaviour describes Supporting students' social and emotional learning and developing effective self regulation skills can improve behaviour for learning.	1,2,3,5
Attendance Intervention - Family liaison officer regular home visits and support. - Family liaison officer and attendance officer – working with families/students to improve attendance. - Attendance letters are sent to parents of those with low attendance and meetings are set up through the year plus presence at parents' evenings. - Attendance interventions. Rewards trips for 95% + attendance.	The EEF rapid evidence review in attendance describes - Small but positive impact on increasing parental engagement - Importance of understanding barriers to attendance Effective communication with parents can increase attendance. DfE Report on working together to improve school attendance describes	1

➤ Heads of year work with year teams to improve attendance. ➤ Students below 90% attendance are discussed at 'Safer Schools' team meeting and there is a set of actions for implementation and monitoring. This includes home visits and liaison with Local Authority for issue of an Educational Penalty Notice. Pastoral team is regularly updated on latest status. ➤ Introduction of Stockport Academy Attendance League for forms with rewards tied to the house system and celebrating individual excellence. ➤ Introduction of Streaks reward system to minimise troughs in attendance at specific times of the year.	praise and rewards, used sensitively, can increase attendance Excellence visit data provided by schools within the group that have adopted similar approaches.	
Co-curricular and trips/visits ➤ Years 7 and 8 are expected to attend at least two co-curricular club after school each week including one PE club. Years 9 and 10 encouraged to attend co-curricular independent study clubs through the year. The co-curricular co-ordinator monitors attendance and follows a process when below target for different students/groups. ➤ Music tuition subsidised for disadvantaged students. ➤ All PP students to receive a minimum of 50% subsidy on at least one trip per year. Some students receiving full subsidy on application by the family or Pastoral team. More than one subsidy may be appropriate. ➤ Using the Aspire programme to help track the impact of personal development activities and uptake by PP students. We are a pilot school for East learning software company to create a link between Arbor and Aspire. ➤ House events and competitions are open to all pupils Year 7-Year 11 to	[EEF toolkit](#) describes how arts participation can have a positive impact on academic outcomes in other areas of the curriculum and [physical activity](#) can increase attendance. Both also have positive impacts on student mental health and wellbeing.	5

help encourage participation, community. All cost is covered when providing opportunities for pupils to succeed.		

Total budgeted cost: £409,860

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The **GCSE outcomes** in the summer of 2024 improved for all students compared to 2023. This was a very positive development, with the whole school progress 8 score improving from -0.37 to +0.24 and the progress 8 score of disadvantaged students increasing from -0.67 to +0.09. There has also been an improvement in the attainment 8 score of disadvantaged students from 34.8 to 42.6 and a narrowing of the disadvantage attainment gap from 10 points to 4.6 points.

Although this improvement in progress and attainment since 2023 is very positive news, in particular the narrowing of the disadvantage gap, it is important we continue our work to ensure this progress is maintained. The strategy will continue to focus on the consistency of high quality teaching and learning in the classroom as this is identified as the most important factor to improve outcomes of disadvantaged students.

At Stockport Academy in 2023/24, there was a gap in **attendance** of 5.7% between disadvantaged and non-disadvantaged students. This is a slight improvement on the 2022/23 figure of 6.8% and the 2021/22 figure of 6.5%. Although there is a gap, the Academy's performance is strong within the local authority and above national averages. Attendance continues to be a focus of our Pupil Premium Strategy, with a particular focus on prioritising home calls and visits for disadvantaged students to support attendance in school.

Reading and literacy continues to play an important role in our strategy though improvements have been seen in the reading abilities of our disadvantaged students. The mean Standardised Age Score (SAS) for both disadvantaged students and non-disadvantaged students improved from 2023, with the gap between disadvantaged and non-disadvantaged students decreasing from 8.5 points to 8 points.

The percentage of disadvantaged students identified as having a reading ability below expected for their age has decreased from 21% in 2023 to 17% in 2024. There has also been an increase from 3% to 6% in the number of disadvantaged students with the highest reading scores.

Forty KS4 students were targeted for reading intervention in 2024, 70% of whom were disadvantaged. By the end of the academic year, 57% of the disadvantaged cohort had progressed to having an SAS in line with national average. We will continue to assess the reading ages of KS4 students in 2025 and use targeted reading intervention strategies to support the progress of students reading below their chronological age. This will be supported by maintaining the high priority of reading in lessons and form time reading whilst developing the oracy strand of our literacy plan.

The introduction of a new whole school 'reset' system has had a positive impact on the **behaviour for learning** of students in the classroom. This has been identified through pupil voice where students describe reduced low level disruption in their lessons. There has been a 50% reduction in the number of suspensions of disadvantaged students from 7.7% in 2023 to 4.3% in 2024. Stockport Academy is in the bottom 20% of schools for suspensions with an overall rate of 1.7% of the total cohort. Last year

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the Academy appointed a mentor from Manchester United Football Club, a Positive Behaviour Mentor and a Mental Health lead to support focused interventions with Pupil Premium students.

The appointment of a Mental Health Lead in 2022 has increased the support provided by the pastoral team. Their caseload includes a significant number of disadvantaged students who they support with a wide range of issues. They work closely with the attendance team to help remove any barriers to students attending lessons. Their support has also increased the capacity of teachers to understand and support students within their own lessons.

To support students' **personal development** there are a significant number of co-curricular clubs, trips and visits that students can take part in. In September 2023, a new House System was introduced to encourage students to take responsibility for their learning and behaviour and increase student involvement with wider school life. Initial feedback from student voice has been overwhelmingly positive about the increase in activities available to students and the sense of community they feel being part of a House. Our mission of *Creating Opportunity to Succeed* drives our exciting and engaging co-curricular offer. The Academy has applied for the Character Kitemark +. For 2024, a more forensic tracking of attendance at co-curricular clubs and House events will take place to track the participation of disadvantaged students and identify any barriers that might reduce their involvement in wider school life, as initial data from 2023 suggested a lower uptake in activities by disadvantaged students and those achieving the 'Reward Charter'. Form groups now contain all students from the same house to increase that cohesive spirit and allow increased support from form tutors, particularly aimed at increasing the engagement of disadvantaged pupils and foster a sense of belonging.

Externally provided programmes.

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Sparx	Sparx Maths Sparx Reader Sparx Science
TT Rockstars	https://ttrockstars.com/
Pearson Revise	https://www.pearson.com/uk/web/pearson-revise.html
MUFC Foundation	Manchester United Foundation - Engage. Inspire. Unite. (mufoundation.org)
NGRT Reading Assessment	New Group Reading Test - GL Assessment (gl-assessment.co.uk)
Seneca	Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)